DOCUMENT RESUME

ED 094 471 EA 006 317

AUTHOR Scanlon, Robert G.; And Others
TITLE Achievement Competence Training: A Curriculum for Enhancing Belief in Internal Control.
PUB DATE Apr 74
NOTE 66p.; Presented at American Educational Research Association Annual Meeting (59th, Chicago, Illinois, April 15-19, 1974)

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS *Academic Achievement; Curriculum Design; *Curriculum Development; Curriculum Research; Educational Innovation; *Goal Orientation; Seminars; *Student Development; Student Improvement; *Student Motivation
IDENTIFIERS *Achievement Competence Training; ACT

ABSTRACT

This publication contains a program outline and a workbook used in an experimental session whose objectives were to explain how ACT (Achievement Competence Training) was developed and designed from a synthesis of psychological research literature, familiarize the attendees with the methods used to develop the curriculum package; demonstrate elements of the curriculum by having the attendees participate in a subjective experience; and show the effectiveness of the materials in enhancing student's internal control. The session comprises five segments presented as a unified whole. The first segment demonstrates the importance of internal control in our society. The second section demonstrates and discusses some of the techniques used in searching, selecting, and organizing the literature relevant to training children in goal-setting and goal-attaining activities. Conceptualizing the curriculum content and building an interactive format are the next topics discussed. The final segment outlines the evaluation of an effective instructional package. (Author/DN)

ED 094471

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

AERA EXPERIMENTAL SESSION 1974

# ACHIEVEMENT COMPETENCE TRAINING

## A Curriculum for Enhancing Belief in Internal Control

PARTICIPANTS:

| | |
|---|---|
| Robert G. Scanlon | Director, Research for Better Schools, Inc. (RBS) Philadelphia, Penna. |
| Russell A. Hill | Research Fellow, RBS |
| Marian L. Chapman | Researcher and Writer, RBS |
| Peter Beckingham | Field Trial Coordinator, RBS |
| Henry Campiglia | Writer, RBS |

DISCUSSANT:

| | |
|---|---|
| Evan Keislar | UCLA |


ATTENTION
SPECIAL SESSION CONDITIONS

This is an AERA experimental session. In our proposal to Division B we indicated that our session would be "experiential"; that is, we would try to improve communication by asking you to participate in certain sections of the presentation. In order to do this effectively we need your cooperation. We would ask you to do four things:

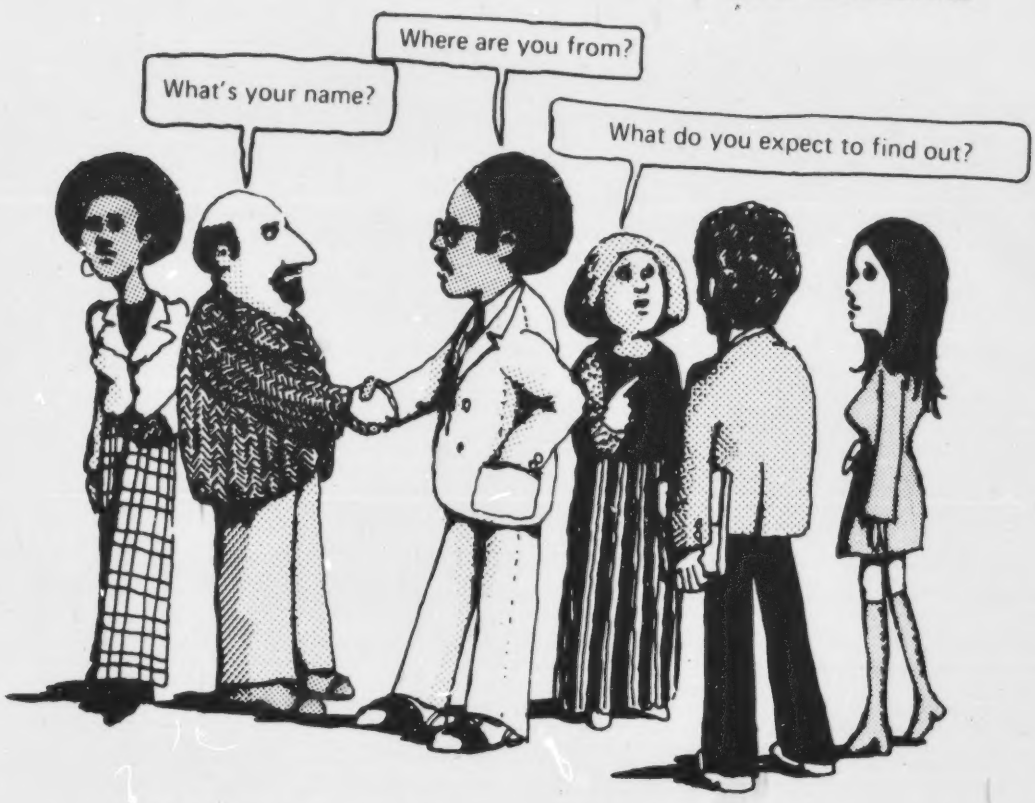
1. Plan to stay the full session.
2. Enter into the experiential parts of the presentation.
3. Participate in the group-sharing experiences.
4. Fill out the opinion survey at the end of the session.

If you feel you can not fulfill these commitments, we ask that you leave the session before it begins, rather than disturb others during the session. However, we hope you will stay and participate fully in the presentation.

Presented at the annual meeting
of the American Educational Research
Association, Chicago, April, 1974.

EA 006 317

# Introduce Yourself




Which of the following define your expectation regarding this session? (check as many as you wish)

_____ 1. I want to find out more about belief in Internal Control.

_____ 2. I am curious to see what an AERA experiential session would be like.

_____ 3. I hope to find out how you can train people to achieve.

_____ 4. I want to see if RBS has anything that will help my own research.

_____ 5. I've heard about ACT and want to know what it teaches.

_____ 6. I was directed to attend this meeting.

_____ 7. None, I needed a place to rest.

_____ 8. Other.

_____

_____

EDUCATIONAL VALUE ASSESSMENT

Directions: Read the list of behaviors and attitudes below. Consider the importance of each for the education of a child. Indicate your belief of importance by checking the line in the appropriate spot opposite each statement.

| IMPORTANCE | | | | | BEHAVIOR/ATTITUDE |
|---|---|---|---|---|---|
| Low | | | | High | |
| 1 | 2 | 3 | 4 | 5 | |
| ____ | ____ | ____ | ____ | ____ | 1. Reacts to frustration constructively |
| ____ | ____ | ____ | ____ | ____ | 2. Expresses personal commitment to decisive social actions |
| ____ | ____ | ____ | ____ | ____ | 3. Values intellectual attainment |
| ____ | ____ | ____ | ____ | ____ | 4. Conforms less |
| ____ | ____ | ____ | ____ | ____ | 5. Seeks objective knowledge of his own condition |
| ____ | ____ | ____ | ____ | ____ | 6. Accepts responsibility for failure |
| ____ | ____ | ____ | ____ | ____ | 7. Scores higher on standardized academic achievement tests. |
| ____ | ____ | ____ | ____ | ____ | 8. Considers new ideas undogmatically |
| ____ | ____ | ____ | ____ | ____ | 9. Is less accident and suicide prone |
| ____ | ____ | ____ | ____ | ____ | 10. Has a high level of interpersonal trust |
| ____ | ____ | ____ | ____ | ____ | 11. Seeks to be self-directed |
| ____ | ____ | ____ | ____ | ____ | 12. Helps others even when there is little expectancy of reciprocation |
| ____ | ____ | ____ | ____ | ____ | 13. Uses persuasion rather than coercive power in interpersonal situations |

DATE _____ CODE _____

| | YES | NO | |
|---|---|---|---|
| 1. | ☐ | ☐ | When somebody gets mad at you, do you usually feel there is nothing you can do about it? |
| 2. | ☐ | ☐ | Do you really believe a kid can be whatever he or she wants to be? |
| 3. | ☐ | ☐ | When people are mean to you, could it be because you did something to make them be mean? |
| 4. | ☐ | ☐ | Do you usually make up your mind about something without asking someone first? |
| 5. | ☐ | ☐ | Can you do anything about what is going to happen tomorrow? |
| 6. | ☐ | ☐ | When people are good to you, is it usually because you did something to make them be good? |
| 7. | ☐ | ☐ | Can you ever make other people do things you want them to do? |
| 8. | ☐ | ☐ | Do you ever think that kids your age can change things that are happening in the world? |
| 9. | ☐ | ☐ | If another child your age was going to hit you, could you do anything about it? |
| 10. | ☐ | ☐ | Can a child your age ever have his own way? |
| 11. | ☐ | ☐ | Is it hard for you to know why some people do certain things? |
| 12. | ☐ | ☐ | When someone is nice to you, is it because you did the right things? |
| 13. | ☐ | ☐ | Can you ever try to be friends with another kid even if he or she doesn't want to? |
| 14. | ☐ | ☐ | Does it ever help any to think about what you will be when you grow up? |
| 15. | ☐ | ☐ | When someone gets mad at you, can you usually do something to make him or her your friend again? |
| 16. | ☐ | ☐ | Can kids your age ever have anything to say about where they are going to live? |
| 17. | ☐ | ☐ | When you get in an argument, is it sometimes your fault? |
| 18. | ☐ | ☐ | When nice things happen to you, is it only good luck? |
| 19. | ☐ | ☐ | Do you feel you get punished when you don't deserve it? |
| 20. | ☐ | ☐ | Will people usually do things for you if you ask them? |
| 21. | ☐ | ☐ | Do you believe a kid can usually be whatever he or she wants to be when he or she grows up? |
| 22. | ☐ | ☐ | When bad things happen to you, is it usually someone else's fault? |
| 23. | ☐ | ☐ | Can you ever know for sure why some people do certain things? |

Bialer, Irv. Supplement to "Conceptualization of Success and Failure in Mentally Retarded and Normal Children," Journal of Personality, 29:303-320, 1961.

Chapman, Marian L., Russell A. Hill and Virginia J. Wuertzer, "ACT Achievement Competence Training A Report, Part X Locus of Control: A Review of the Correlates." Humanizing Learning Program, Research for Better Schools, Inc. 1974.

INDEX

LOCUS OF CONTROL VARIABLES


| | | |
|---|---|---|
| ADJUSTMENT, continued | | |
| Psychopathology | Powell & Vega, 1972 | |
| Self-esteem | Fish & Karabenick, 1971 | |
| Self-esteem | Roberts, 1971 | |
| Self-reported depression | Abramowitz, 1969 | |
| Social adjustment | Shipe, 1971 | |
| AFFECT | | |
| Decision-making as a function of skill vs. chance task expectancy | Lefcourt, Lewis & Silverman, 1968 | |
| Magnitude of aggression toward self and others | Davis & Mattee, 1971 | |
| Need to control | Julian, Lichtman & Ryckman, 1968 | |
| Use of humor as a distancing mechanism | Lefcourt, Sordoni & Sordoni, (in press) | |
| Valence of success and failure | Karabenick, 1972 | |
| Self-reported depression | Abramowitz, 1969 | |
| AGGRESSION - HOSTILITY | | |
| Belief in the Warren Commission Report | Hamsher, Geller & Rotter, 1968 | |
| Hostility - aggression | Williams & Vantress, 1969 | |
| Intergroup hostility | Seeman, 1967a | |
| Magnitude of aggression toward self and others | Davis & Mattee, 1971 | |
| Use of power | Goodstadt & Hjelle, 1973 | |
| Willingness to use violence | Ransford, 1968 | |
| ANXIETY | | |
| Anxiety | Platt & Eisenman, 1968 | |
| Anxiety | Powell & Vega, 1972 | |


INDEX

LOCUS OF CONTROL VARIABLES


| | | PAGE |
|---|---|---|
| ACHIEVEMENT, ACADEMIC | | |
| Academic achievement | Crandall, Katkovsky & Crandall, 1965 | 14 |
| Academic achievement | Massari & Rosenblum, 1972 | 55 |
| Academic achievement | Nowicki & Walker, (in press) | 63 |
| Academic achievement | Powell, 1971 | 71 |
| Academic achievement | Coleman, et al., 1966 | 12 |
| Academic performance | McGhee & Crandall, 1968 | 54 |
| Achievement | Nowicki & Roundtree, 1971 | 61 |
| Achievement | Shipe, 1971 | 91 |
| Intellectual attainment value | Crandall, Katkovsky & Preston, 1962 | 15 |
| Verbal ability | Feather, 1967 | 23 |
| Verbal fluency | Brecher & Denmark, 1969 | 8 |
| ACHIEVEMENT, NEED | | |
| Achievement attitudes | Butterfield, 1964 | 10 |
| Need achievement | Powell & Vega, 1972 | 72 |
| Need achievement | Feather, 1967 | 23 |
| ADJUSTMENT | | |
| Accident and suicide proneness | Williams & Nickels, 1969 | 106 |
| Ego strength | Shybut, 1970 | 93 |
| Impulsivity | Shipe, 1971 | 91 |
| Learned helplessness | Hiroto, (in press) | 32 |
| Maladjustment: various personality characteristics | Hersch & Scheibe, 1967 | 30 |
| Neuroticism | Feather, 1967 | 25 |
| Personal adjustment | Platt & Eisenman, 1968 | 70 |
| Personal adjustment | Warehime & Foulds, 1971 | 103 |
| Stability/normality | Johnson, et al., 1968 | 35 |

# ACHIEVEMENT LITERATURE ANALYSIS MATRIX

ORIGINAL BEHAVIOR AREAS
- Goal setting
- Process planning
- Limited risk taking
- Researching the environment
- Record keeping
- Reward imaging
- Striving language
- **Task persistence**
- Global achievement behavior
- developmental
- natural influences
- social influences
- intelligence/aptitude
- general characteristics

Subject Index

THEORETICAL BASES
- aspiration
- behavior
- cultural factors
- child development
- ego development
- general discussion
- family relationships
- fantasy/imagery
- motivation
- measurement & evaluation
- occupations

INSTRUCTIONAL STRATEGIES
- academic achievement
- audiovisual
- concept learning
- self-actualization
- self-concept
- counseling
- games
- simulation techniques
- populations
- instructional materials
- training programs
- sex differences
- classroom environment
- teaching strategies
- task performance

FEEDBACK
- teacher-pupil relationship
- field trials
- tests

EVALUATION
- measurement instruments and evaluation
- field trials
- tests

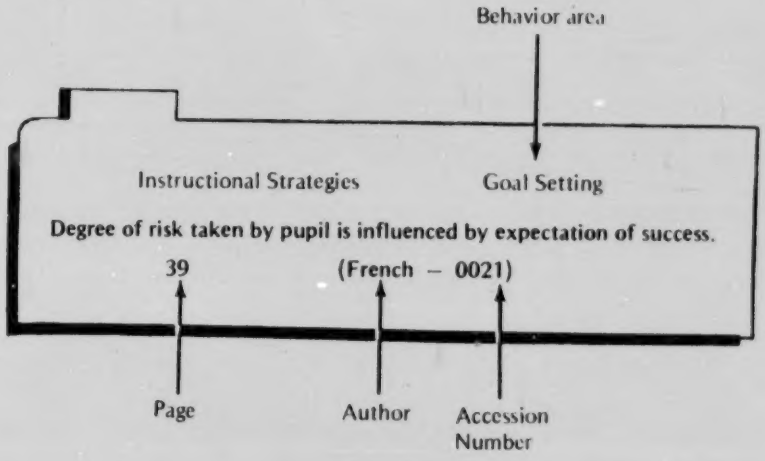


TABLE OF CONTENTS


Environmental Correlates . . . . . 90
- Family Structure 90
- Social Class 91
- Ethnic Group 94
- Religion 96
- Values and Beliefs 98
- Race 100
- Miscellaneous 103

**SECTION THREE**

**Strategies for Inducing High Achievement Motivation** 107

General Theoretical Bases . . . . . 109

Ethical Considerations . . . . . 113

Achievement Behaviors in the Classroom . . . . . 115
- General 115
- Goal Setting 117
- Self-Perception 120
- Personal Responsibility 123
- Feedback 125
- Expectance of Success 126
- Reward Systems 128
- Teacher Influences 129

Methods and Materials . . . . . 132
- Classroom Environment 132
- Achievement Motivation Training 135
- Games 141
- Programmed Learning 144
- Counseling 145

**SECTION FOUR**

**Measurement of Achievement Motivation** 151

Approaches to the Measurement of Motives . . . . . 153

Issues in the Measurement of Motives . . . . . 156

Projective Measures of Achievement Motivation . . . . . 158
- Reliability and Validity of TAT Measures of Achievement Motivation 158
- Descriptions of TAT Administration and Scoring 161
- Cultural and Sex Variables Affecting TAT Measures of Achievement Motivation 166


Chapman, Marian and Russell A. Hill, Achievement Motivation: An Analysis of the Literature, Philadelphia: Research for Better Schools, Inc., 1971.

FEEDBACK

A review of studies on motivation and recall seems to suggest that evaluations concurring with an individual's point of view are retained better than discordant evaluations.
(Weiner, 1966b)

In classroom situations where all of an individual's work is not evaluated separately, a student can only guess at how well he is doing in comparison with others. In such a situation n-Ach and avoidance failure motivations seem to express themselves most directly and simply.
(Lowe, 1968)

EXPECTANCE OF SUCCESS

"We hypothesize that the degree to which an individual performs in accord with his self-evaluation of his ability may depend on the value which he attaches to such role performance and the rewards which he perceives will be obtained from such role performance."
(Brookover, Erikson and Joiner, 1969)

"It seems reasonable to assume that confidence in one's ability to perform well in the achievement task at hand may facilitate the maximum recall, distraction, integration, and other cognitive processes which are necessary for correct problem solution, whether it is working on an experimental task, or writing a test, or reciting in class, etc. When, on the other hand, the child's expectancy is low, it may serve a debilitating function and prevent optimum cognitive performance..."
(V. C. Crandall, 1968)

Direct social reinforcement of the child's accomplishment is necessary if the child is to learn to value achievement activities as potential sources of satisfaction and security. Only later, and never for some children, does self-motivation take over and approval from others become unnecessary.
(V. C. Crandall, 1967)

The child who feels that there is a good chance of obtaining at least minimal satisfaction (high minimal goal certainty) will persist in the face of difficulty.
(Battle, 1965)

Expectancy of success is a more powerful determinant of performance than is ability when the two factors are in opposition. A child's estimate will take into account not only ability but motivational and situational factors that influence performance as well as the feedback he has received.
(Battle, 1965)

A study of five hundred junior high students indicates that "for children in general, high minimal standards of performance appear to facilitate performance unless expectations of success are low, in which case high standards are 'unrealistic,' produce low minimal goal certainty, and serve a debilitating function."
(Battle, 1966)

"Success should increase the subjective probability of success on that task in the future and failure should decrease the subjective probability of success in the future."
(Vitz, 1957)



ACHIEVEMENT MOTIVATION AND ACHIEVEMENT

Boredom results and the child develops no interest in achievement and has a low n-Ach score when he grows up. If the opportunities are well beyond his capabilities, negative affect results and he may develop an avoidance motive as far as achievement is concerned.
(McClelland, et al., 1953)

Optimal time for introduction of new challenge in order to induce autonomous achievement behavior may be when the child cannot accomplish without effort but can accomplish with persistent striving.
(Veroff, 1969)

In order for an experience to become an achievement, a child has to be aware of what he has done and must act evaluatively toward it. He must have the feeling that he did it.
(Veroff, 1969)

It has been suggested that teaching underachievers achievement constructs and encouraging them to think in achievement terms can lead to better performance in school.
(Kolb, 1965; Burris, 1958)

There is now considerable evidence indicating that the achievement motive, as defined by McClelland's (1969) group, can be increased - as seen in work with entrepreneurial spirit in India (McClelland, 1953), work with white executives in the United States (Aronoff and Litwin, 1967) and black businessmen in a ghetto (Massachusetts Achievement Trainers).
(deCharms, et al., 1969)

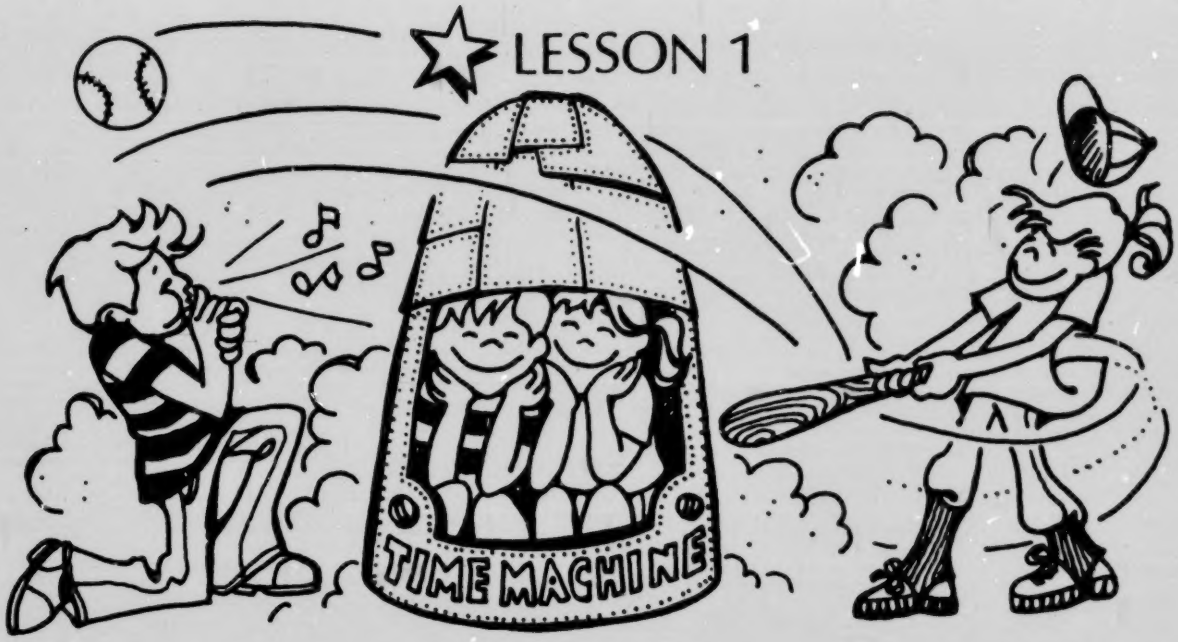
The results of this large experiment demonstrate that it is possible to increase the academic performance of underachieving high school boys by teaching them characteristics of high achievers.
(Mehta, 1966)

After participating in an n-Ach course, middle-class underachievers showed continuous improvement in classroom achievement for a period of at least one and one-half years, while the effects of this program were more short-lived on lower-class underachievers.
(Alschuler, 1967a; Kolb, 1965)

An achievement motivation training course appeared to achieve significant results in raising the performance of eighty seventh-grade students in the areas of arithmetic reasoning, paragraph meaning, and word meaning, by stimulating the students "to put forth greater efforts in pursuit of academic achievement." Similar results were not forthcoming from a group of one hundred thirty eighth-grade students who also took part in the program.
(Parks, 1968)

The results of n-Ach courses for adolescents may be reflected in areas other than school grades.
(Alschuler, Tabor and McIntyre, 1970)

Attempts to change achievement motivation and thus achievement performance in underachieving high school boys had more lasting




# MY PAST ACHIEVEMENT

Remember a past achievement.
Then answer the questions below.

WHAT WAS YOUR ACHIEVEMENT? _____

_____

WHY WAS IT SPECIAL? _____

_____

_____

_____

WHAT DID YOU DO TO EARN THE GOAL? _____

_____

_____

HOW DID YOU FEEL? _____

## BANK OF ACHIEVEMENT

PHYSICAL learning to do a backward-roll-bowing a strike - Kicking a home-run

INTERPERSONAL Help a little girl to learn to make a yarn doll I made a friend in Maine

SCHOLASTIC Getting to be a spechal speller - reading a whole book for a report. Giving a better book-report



GO ON ►

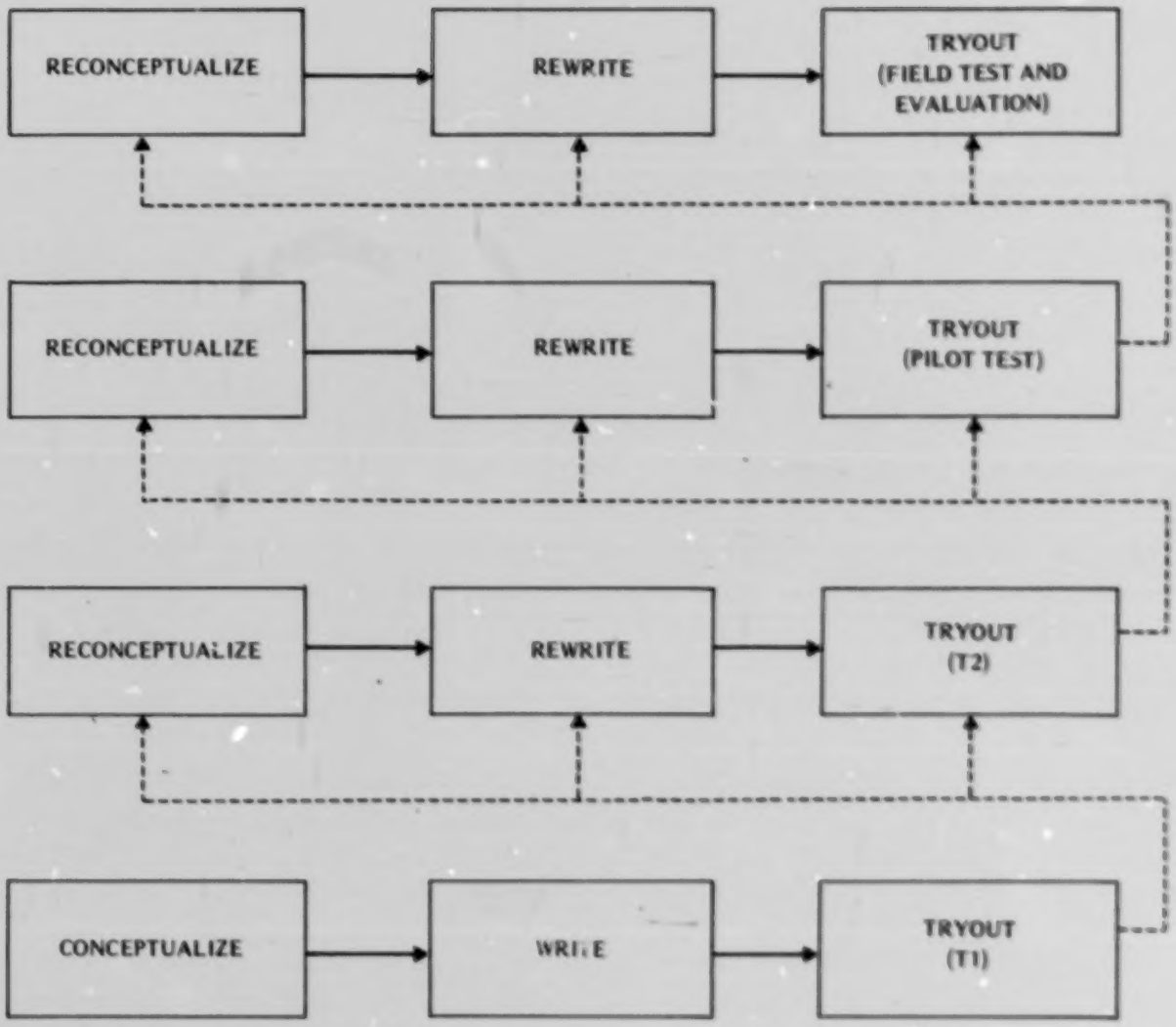
BANK OF ACHIEVEMENT

ARTISTIC I made a picture for the art show - I learned to play the Guttair - I got a lead part in the school play

HANDSKILLS & HOBBIES I made myself a skirt I bought a new set of glass animals for my collection

UNIT II PART 1

## ACT DEVELOPMENTAL PROCESS




T1 – One class, primitive materials, hands-on.

T2 – Several classes, more formal material, hands-on.

Pilot – Several classes, formal material, hands-off but controlled, limited evaluation.

Field Test and Evaluation – 104 classes, formal materials, hands-off, full evaluation.

## ACT FIRST EDITION

### UNIT I – INTRODUCTION

LESSON
1. The Subject Is You
2. Do You Want To Be an Achiever?
3. Putting You in the Achievement Picture

### UNIT II – SELF-AWARENESS

LESSON
1. The Goal Is Self-Awareness
2. Studying Ourselves
3. Differences Make You Unique
4. Information About Me
5. Changes I Can Make
6. Studying Me as an Achiever

### UNIT III – GOAL-SETTING

LESSON
1. Ideas for Personal Goals
2. Specific Doing Goals
3. Setting a Goal and Striving
4. Did You Achieve Your Goal?
5. Achievo
6. Own Your Own Goals
7. Medium Risks
8. Setting Goals
9. Blocks
10. Overcoming Blocks
11. Turning Yourself On
12. Learning from Our Behavior
13. Excellence and Uniqueness
14. Six Steps of Striving
15. Competition
16. Review It
17. Do It

### UNIT IV – GREATNESS

LESSON
1. What Is Greatness?
2. Greatness – Imagine That!
3. Let's Take the First Step

### UNIT V – GROUP GOAL

LESSON
1. Setting a Group Goal – Model
2. Setting a Group Goal
3. Striving for a Group Goal – Model
4. Striving for a Group Goal

### UNIT VI – ORGANIZING YOUR CLASSROOM

(not developed)

## THE OBJECTIVE

ACT seeks to teach a behavioral strategy which will enable an individual
to become effective in setting his own goals
and
to become more competent in achieving these same goals.

# ACT's Six-Step Strategy

### 1. STUDY SELF

- Recall Past Achievements
- Survey Strengths

### 2. GET GOAL IDEAS

- Focus on Strengths and Achievements
- Brainstorm

### 3. SET A GOAL

- Possible
- Specific in Time, Quantity and Kind
- Medium Risk

### 4. PLAN

- Name and Order Tasks
- Question Plan
- Replan

### 5. STRIVE

- Envision Achievement
- Recall Heroes
- Use Competition

### 6. EVALUATE

- Did I get my goal?
- What did I do well?
- What could I improve?
- How did I use the six steps?

# ACHIEVEMENT COMPETENCE TRAINING

## THE SIX ACHIEVEMENT STEPS

| 1 Study Self | 2 Get Goal Ideas | 3 Set a Goal | 4 Plan | 5 Strive | 6 Evaluate |
|---|---|---|---|---|---|
| | | | | | |
| PART 1 | PART 2 | PART 3 | PART 4 | PART 5 | PART 6 |
| UNIT I | Learn to define achievement | Draw self achieving | Learn about ACT | Learn to work in a group | Set goals and strive in a game | Learn the six achievement steps |
| UNIT II | Name past achievements | Get goal ideas from past achievements | Make goal specific | Name and order tasks | Use envisioning achievement and heroes | Decide how well you did |
| UNIT III | Name personal strengths | Get goal ideas from strengths | Make goal medium risk | Replan when faced with problems | Use competition | Evaluate progress with ACT |
| UNIT IV | Name group strengths | Get goal ideas for your group | Select a group goal | Plan tasks for group | Strive for your goal | Evaluate group achievement |

# MY PAST ACHIEVEMENT

**YOUR OWN GOAL IDEAS**

| | | |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

**GOAL IDEAS FROM BRAINSTORM**

| | | |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

# LESSON 2

## GET GOAL IDEAS FROM YOUR PAST ACHIEVEMENTS

| ACHIEVEMENT A | ACHIEVEMENT B | ACHIEVEMENT C |
|---|---|---|
| Helped a little girl to learn to make a yarn doll | Getting to be a Specheal speller | I made myself a skirt |

## GOAL IDEAS

| | | |
|---|---|---|
| Start an arts and Crafts club | Help some friends with spelling | Sew a dress |
| make yarn dolls for kids in the nospital | Teach spelling to lower grades | Start a sewing group |
| Teach arts an crafts to lower grades | do extra work in Spelling | make a doll dress for my sister |
| make yarn dolls for the church fair | write a spelling book | teach my sister to sew |

UNIT II PART 2

STOP!

# LESSON 3

## DIRECTIONS:

1 CHECK YOUR GOAL IDEAS TO SEE IF THEY ARE SPECIFIC. ARE THE KIND, QUANTITY AND TIME STATED?

2 WRITE YOUR SPECIFIC GOAL STATEMENTS ON THE LINES BELOW.

GOAL STATEMENT: Sew a blue cotton dress for myself in two weeks

GOAL STATEMENT: do one extra unit of spelling each week

GOAL STATEMENT: Make 7 yarn dolls for the church fair in 2 weeks

**TURN THE TAPE BACK ON WHEN YOU ARE FINISHED.**

## ACHIEVEMENT WORKSHEET

NAME Paula H. DATE Nov. 1972

1 GOAL SETTING

My Goal Sew a blue cotton dress for myself in two weeks

My goal is based on the following past achievement or strength.

I made myself a skirt

ACHIEVEMENT SYMBOL

2 PLANNING

Tasks in the order I must do them.

1. decide style of dress
3. buy material
4. buy thread
2. get pattern
5. cut out material
6. stitch dress

REPLANNING

New tasks or changes in tasks.

find out about size
make sure dress fits before stitching

3 STRIVING

Striving methods I will use.

Picture myself achieving

## EVALUATION CHECKLIST

EVALUATE YOUR ACHIEVEMENT FOR THIS GOAL

1 DID I GET MY GOAL? ☑ Yes ☐ No

2 WHAT DID I DO WELL? Cut out material Just right

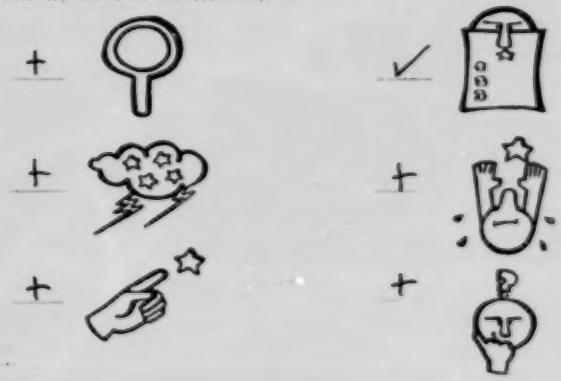
3 WHAT CAN I IMPROVE? Pick material that is easier to work with

EVALUATE YOUR USE OF THE SIX ACHIEVEMENT STEPS

1 Think about your use of each step in trying to achieve this goal.

2 Put + beside the picture of steps which you used well.

3 Put ✓ beside steps whose use you need to improve.



## ACHIEVEMENT WORKSHEET

NAME _____ DATE _____

1 **GOAL SETTING**

My Goal _____

_____

My goal is based on the following past achievement or strength

_____

_____

_____ ACHIEVEMENT SYMBOL

2 **PLANNING**

Tasks in the order I must do them

1. _____
3. _____
4. _____
2. _____
5. _____
6. _____

**REPLANNING**

New tasks or changes in tasks

.....

.....

.....

.....

.....

3 **STRIVING**

Striving methods I will use

_____

_____

## EVALUATION CHECKLIST

EVALUATE YOUR ACHIEVEMENT FOR THIS GOAL

1 DID I GET MY GOAL? ☐ Yes ☐ No

2 WHAT DID I DO WELL? _____

_____

3 WHAT CAN I IMPROVE? _____

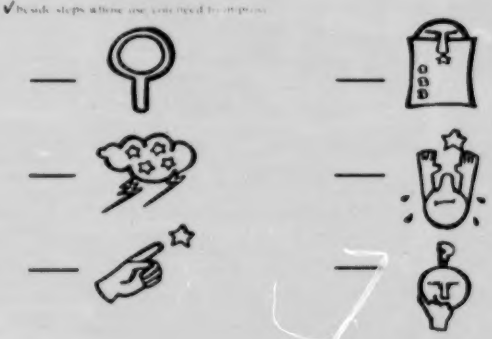
_____

EVALUATE YOUR USE OF THE SIX ACHIEVEMENT STEPS

1 Think about your use of each step in trying to achieve this goal.

2 Put + beside the picture of steps which you used well.

3 Put ✓ beside steps where you succeed in progress.



## RESULTS OF THE ACT FIELD TEST AND EVALUATION 1972-73*

The ACT instructional materials were field tested in thirty-two schools involving one hundred teachers and approximately three thousand children. The ACT group was compared with a group taking a teacher-led comparable curriculum and a no-treatment group. As a result of the analysis of the data we can draw the following conclusions:

Participation in the ACT program resulted in:

1. An increase in children's belief in internal control as measured by Bialer Children's Locus of Control Scale;
2. A greater tendency for children to prescribe self-directed solutions to problems as measured by a project-developed instrument – The Summer Camp Test;
3. Less discrepancy between self-predicted performance and self-set standards for good performance;
4. More realistic standards for good performance;
5. A tendency toward higher levels of risk in goal setting.

Summary Analysis of Variance Table for Locus of Control and Summer Camp

| Source | Locus of Control | | Summer Camp Test | |
|---|---|---|---|---|
| | MS | F | MS | F |
| Treatment | | | | |
| ACT + Curriculum X vs. Control | 3.2308 | 4.13* | 1.5099 | 2.08 |
| ACT vs. Curriculum X | 4.2261 | 5.39* | 11.9353 | 16.48* |
| Schools | 1.5358 | – | 1.4323 | – |
| Treatment x Schools | 0.7833 | – | 0.7258 | – |

*$p < .05$

Summary Table for Dunnett's Test Applied to Post Test Locus of Control and Summer Camp

| Control Mean Minus | Measure | |
|---|---|---|
| | Locus of Control | Summer Camp Test |
| ACT | -.6364* | -.6879* |
| Curriculum X | -.1303 | +.1636 |
| d' | ±.6319 | ±.6081 |

*$p < .01$

*This field test and evaluation of the ACT materials is fully reported in Brandes, Barbara J. ACT Achievement Competence Training: A Report, Part VIII Field Test and Evaluation, Humanizing Learning Program, Research for Better Schools, Inc., 1973.

## ACT BIBLIOGRAPHY


Battle, Esther S. and Julian B. Rotter. "Children's Feelings of Personal Control as Related to Social Class and Ethnic Group," Journal of Personality, 31: 482-490, 1963.

Beckingham, Peter et al. "ACT Achievement Competence Training, A Report: Part VIII, Anecdotal Reports, Exhibits, and Structured Interviews." Humanizing Learning Program, Research for Better Schools, Inc., 1974.

Bialer, Irv. Supplement to "Conceptualization of Success and Failure in Mentally Retarded and Normal Children." Journal of Personality 29:303-20, 1961.

Brandes, Barbara J. "Formative Evaluation of Achievement Competence Training: 1971-1972 Tryout." Humanizing Learning Program, Research for Better Schools, Inc., 1973.

Brandes, Barbara J. "ACT Achievement Competence Training, A Report: Part VII, Field Test and Evaluation." Humanizing Learning Program, Research for Better Schools, Inc., 1974.

Chapman, Marian and Russell A. Hill. Achievement Motivation: An Analysis of the Literature. Philadelphia: Research for Better Schools, Inc., 1971.

Chapman, Marian L., Russell A. Hill, and Virginia J. Wuertzer, "ACT Achievement Competence Training, A Report, Part X, Locus of Control: A Review of the Correlates." Humanizing Learning Program, Research for Better Schools, Inc., 1974.

Crandall, Virginia C., Walter Katkovsky, and Vaughn J. Crandall. "Children's Beliefs in Their Own Control of Reinforcements in Intellectual-Academic Achievement Situations," Child Development, 36(1): 91-109, 1965.

Hill, Russell A. "The Achievement Competency Training Package of the Humanizing Learning Program," Research for Better Schools, Inc., 1973.

Hill, Russell A. and Staff. Achievement Competence Training. Philadelphia: Humanizing Learning Program, Research for Better Schools, Inc., 1972.

James, William H. "Internal versus External Control of Reinforcement as a Basic Variable in Learning Theory," Unpublished doctoral dissertation, Ohio State University, 1957.

James, William H. and Julian B. Rotter. "Partial and 100% Reinforcement under Chance and Skill Conditions," Journal of Experimental Psychology, 55(5) 397-403, 1958.

Nowicki, Stephen, Jr. and Bonnie R. Strickland. "A Locus of Control Scale for Children," Journal of Consulting and Clinical Psychology, 40:148-155, 1973.

Phares, E. Jerry, "Changes in Expectancy in Skill and Chance Situations," Unpublished doctoral dissertation, Ohio State University, 1955.

Rotter, Julian B. "Generalized Expectancies for Internal versus External Control of Reinforcement," Psychological Monographs, 80(1): 1-28, (whole no. 609), 1966.

Rotter, Julian B., Melvin Seeman, and Shephard Liverant. "Internal versus External Control of Reinforcements: A Major Variable in Behavior Theory," In Norman F. Washburne (ed), Decisions, Values and Groups, vol. 2, New York: Pergamon Press, 1962, 473-516.


LOC Document Citation

The Achievement Competence Training Materials were created and developed by Russell A. Hill in association with Marian L. Chapman, researcher and writer, with the assistance of Henry Campiglia, writer, Peter Beckingham, field coordinator, and Barbara J. Brandes, evaluator.

The materials are a product of the Humanizing Learning Program, Anita Simon, Director, and E. Gil Boyer, Planner; Research for Better Schools, Inc., Robert G. Scanlon, Executive Director.

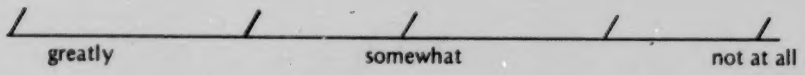
Russell A. Hill, Humanizing Learning Program
Research for Better Schools, Inc.
1700 Market Street, Philadelphia, Pa. 19103

## OPINION SURVEY

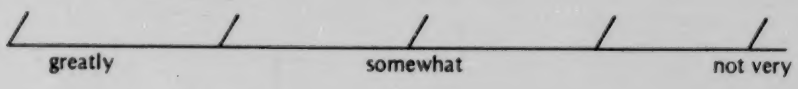
The results of this survey will be forwarded to the Program Chairperson of the division for consideration in planning future sessions. When you have completed this survey, tear the page from your handout materials and leave it at the place designated.

The purpose of this experimental session was to provide information about the content and development procedures for a new curriculum. Given this objective:

1. Did the experiential portions of the session seem to contribute to your understanding?




2. Overall, was this experimental session effective?




3. Would you like to see experiential sessions encouraged?

☐ Yes ☐ No ☐ Undecided

4. What changes or improvements would you suggest?

_____

_____

5. What aspects of the session were particularly effective?

_____

_____

AERA Experimental Session: 1974

3-25-7

Introduction: Chairman, R. Hill

Target Time: 10 minutes

A. Call Session to order

B. Identify session

1. Restate topic: Achievement Competence Training (ACT)
A Curriculum for Enhancing Belief in Internal Control.

2. Set out special conditions of the experimental session.

Call attention to Page 1.

a. Control of entrance

b. remain for entire session (or perhaps longer?)

c. participation

d. opinion survey

3. Introductory statement about sessions

a. This is a case report of the development of "new" curriculum from conceptual glimmer to completed instructional package.

b. By new we mean new principal objectives, new content, and new conceptualization.

c. Presentation will answer four major questions:

(1) Why develop a new curriculum content?

(2) What is the new curriculum content?

(3) How does one begin from scratch?

(4) What are the effects of the curriculum?

C. As I mentioned, part of this session is experiental. And part of the experience will consist of sharing with others in the room. To facilitate this sharing, we'd

like you to get into groups just as children do in the ACT lessons. Also in the lessons the kids take their directions from an audio cassette tape. To give you a feel for this I thought we might begin your experiences here by using an audio cassette tape. So I would ask you to listen carefully to the tape and follow its directions.

AUDIO TAPE A

1. Attendees form groups of 4 or 5.
2. Attendees fill out page 2 of handout.
3. Group members share and introduce themselves.

D. Perhaps you discovered that some people in your group hold similar expectations. Perhaps your group has widely differing motives for attending this session. But regardless of which item, or items, you checked, we hope to fulfill your expectations - even the one about resting. But I must say that although you'll be able to rest here, unlike a few other AERA sessions, I kon't think you're going to be able to sleep here.

Now, I'd like to introduce our first presenter of the session, Robert Scanlon, Executive Director or Fesearch for Better Schools. Bob will start with a discussion of Locus of Control and attempt to give you some feeling for why we saw the need to develop a new content curriculum.

FIRST PRESENTATION: Robert Scanlon

TIME TARGET: 10 minutes

TOPIC: Locus of Control - A Major Contemporary Issue

(Suggested Presentation)

A. Acknowledge introduction. In answering the "why" (i.e., why develop new curriculum content) question, I will in the next few minutes tell you about the principal objective of the Achievement Competence Training Package.

B. With respect to the idea of resting, though, I'd like to tell you what I've discovered. And that is that one of the best ways to keep people from falling asleep is to put them to work. And that's what I'm going to do now. I would like you to fill out Education Values Assessment, Page 3 of handout.

1. Encourage participants to skim the items and make quick judgments.

(Allow time)

2. Have participants put values assessment aside, "We will return to values assessment later."

C. Items on that survey reflect some of the principal values of our culture..

1. Values generally held by our society.

   a. Personal freedom

   b. Personal responsibility

   c. Self-direction

   d. Individual commitment to positive social action

   e. In summary, positive aspects of individuality

2. Today we, not only as educators but as concerned members of society, look about us and see an erosion of these values. Social ills such as a rising crime rate, easy violence, drug abuse and assorted problems of

mental health, academic failure, are too often treated with apathy. Instead of assuming any individual responsibility, too often people are dropping out - "hanging loose" as they say in the counter culture - saying "what can I do? "I have no power." They do not feel in charge.

So if feelings of personal power, personal agency, and personal responsibility are germane to healthy individuals and a healthy society, we must ask, "what can we do as researchers, as developers, and as educators to develop and enhance these dispositions?"

The psychological construct of Locus of Control offers a handle, a measure, a focus for our efforts. Let's take a moment and consider this psychological construct. What it is; how it is measured; what its claim to social significance is.

D. Discussion of Locus of Control as a psychological dimension

Locus of Control is most often defined as the belief individuals have regarding their ability to influence their environment.

1. If we look at the definition of LOC we see that it has conceptual validity
   a. has engaged learning theorists for the past decade.
   b. Julian Rotter and his associates investigated and defined this variable in terms of reinforcements. Whether or not an individual expects the outcomes of his behavior to be a result of that behavior.
   c. Rotter described a continuum where at one end an individual generally expects that what he does has a significant effect on his life and his environment. He believes his life is internally controlled and a person who believes this is termed an "internal." At the other

end of the dimension is the individual who sees himself controlled by luck, fate, or other people. He believes that his life is externally controlled and he is termed an "external."

d. In addition to this generalized belief construct, other investigators have described particularized aspects of locus of control

(1) Virginia Crandall and her co-workers have looked at belief in individual responsibility for intellectual-academic successes and failures.

(2) The work of sociologists, such as Melvin Seeman, has been concerned with the dimension in terms of personal power and alienation.

2. LOC has not only conceptual validity, but also empirical validity. This is borne out by the fact that several measures, with a claim to reliability and validity, have been developed for LOC.

CONSIDER SUMMARIZING

a. Rotter's Internal - External Control Scale is the most widely used adult measure; developed in 1962; published in 1966, drawn from earlier scales developed by E. Jerry Phares and William James and constructed with the help of Melvin Seeman, Sterling Liverant, Douglas Crowne.

b. Intellectual Achievement Responsibility Questionnaire (1965)

(1) developed by Crandall, Katkovsky and Crandall.

(2) measures a child's belief as to whether or not his efforts will make a difference in academic situation.

c. A newly developed scale, the Nowicki - Strickland Locus of Control Scale assesses children's generalized expectancies for internal or external control (1973).

d. Bialer Children's Locus of Control Scale (1961)

(1) an earlier widely used scale developed by Irv Bialer

(2) revised, simplified form of the Adult Locus of Control Scale.

(3) to give you a feel for what the Bialer measure tests I'd like you to do just the first five items of the test. (page 4 of handout).

(4) comment on individual items - They give some feeling for the construct.

(5) give personal definition: "I like to describe belief in internal control as a sense of agency. You feel that you are an actor rather than a pawn. You view yourself as making your own way in life and as controlling your own reinforcers."

3. LOC also has a clear claim to social validity because it correlates with many socially significant variables.

a. Go back to Educational Values Assessment (page 3 of handout)

b. Individual belief in Internal Control correlated positively with each and every variable of behavior and attitude listed.

c. For each variable listed there has been one or more research study demonstrating a significant positive correlation between belief in internal control and that variable.

d. We estimate that well over 300 studies have been concerned in some way with locus of control. In our research we located and analyzed nearly 90 studies wherein the LOC variable was shown to correlate and be predictive of a wide range of attitudes and behaviors related to achievement and competence. Page 5 contains reproductions of two

index pages of this Locus of Control review. They show a representative sample of the variables which have been studied and the researchers who have been involved.//

After abstracting these many studies correlating various behaviors and attitudes with locus of control, we reviewed the results to get an overview of the attributes associated with a high sense of internal control. We put together a composite of an internally controlled person using the significant correlates reported in the research. Now, we are aware that the world cannot be neatly divided into internal versus external control. Also the studies from which we pulled the correlates vary in degree of experimentation, population, situation, measures, and in subject involvement. However,in spite of the caveats, the generalized view of the person who owns a belief in internal control is that of someone who is:

(1) Achievement Oriented. He -

- (a) seeks to master his tasks.
- (b) searches for information relevant to solving his problems.
- (c) uses time in ways to maximize desired outcomes.
- (d) is willing to listen to experts, though he is not susceptible to influence.
- (e) indicates feeling certain of task success.
- (f) accepts personal responsibility for failure.
- (g) values intellectual attainment.
- (h) is more likely to give a better academic performance than an external.

(2) Mentally Healthy. He -

- (a) is less hostile than an external.
- (b) is unlikely to use coercive power in influence situations.

(c) demonstrates an inclination to turn anxiety to constructive use.

(d) is less likely to commit suicide.

(e) is less accident prone.

(f) is more able to stop smoking.

(g) is less likely to become depressed in the psychiatric sense and more apt to see humor in his own predicaments.

(h) is less conforming, less impulsive, and less dogmatic in his beliefs.

(i) scores well on measures of adjustment.

(j) indicates possessing strong feelings of satisfaction and personal freedom.

(k) views himself as adequate and has a high measure of self-esteem.

(3) Socially responsible. He -

(a) adopts a stance toward society which is one of engagement and responsibility.

(b) not only verbalizes his interest in social problems he is committed to action.

(c) has fewer feelings of alienation and powerlessness and is less suspicious of authority than an external.

(d) is likely to exhibit his concern for others through helping behavior and a willingness to engage in remedial action.

Consider summarizing

See "alternate" below

ALTERNATE

The composite could summarize only the major groupings: "The internal is achievement oriented person and more apt to be academically successful. The internal is also more mentally healthy than externals.

He generally possesses greater self-esteem. Finally, the internal feels less powerless than externals and is more apt to commit himself to action with regard to social problems.

Our summary description of the attributes of an internally controlled person is intended to suggest that locus of control is a variable which has, in the perspective of our stated values, socially significant impact. Those interested in the specific studies from which the composite is drawn can write to RBS for the Locus of Control Correlate review/study. (Citation will be on handout page.)

E. Close

1. Ask these questions

a. Is Locus of Control a socially significant psychological dimension?
We at RBS say yes.

b. Does Locus of Control have a strong claim to psychological validity?
We at RBS say yes.

c. Does Locus of Control define an objective that is important in the education of children?
Again we at RBS say yes.
Consider again the values we talked about earlier: personal freedom, responsibility, self-direction, social commitment, etc., and the social ills concomitant with the erosion of these values. It seems to me that many of the most important objectives of education in America could be furthered by enhancing students belief in their own personal internal control.

2. Refer to the remainder of the presentation as describing how an instructional package which enhances belief in internal control was conceptualized, designed, developed, and evaluated.

Introduce Marian.

3-25-71

SECOND PRESENTATION: Marian Chapman

TIME TARGET: 9 - 10 minutes

TOPIC: The Knowledge Search and Analysis

Suggested Presentation - Elaborated Outline

A. (Bridge from Bob's overview of an instructional package which enhances belief in internal control:)

As Bob has indicated, the outcome of the developmental process was a package of instructional materials which has shown that it can effectively shift locus of control in an internal direction.

What was the beginning - What was sparked by the conceptual glimmer of the project?

The originally stated goal was to develop a model instructional package for the humanizing learning program - more specifically the objective of the instruction was to teach children behaviors by which they would gain power over themselves and their environment - to feel that what they did was a determinant of what happens to them.

B. (General) With this objective in mind, the first step in the development process was to find out what had already been done. This process involved bringing together and critically sorting a wide range of information directly and potentially related to the project's conceptualization of the objective and its development. This effort followed the RBS model which was to make use of available knowledge and research as opposed to re-inventing the wheel. The result would provide the knowledge base.

Research in learning theory had suggested that people who exhibit a high need for achievement have a belief that their efforts determine what happens to them. So we first turned out attention to achievement motivation.

Marian Chapman - Con't..

The behaviors which were described as "achievement" behaviors looked promising because they not only had a reputable research history but even more importantly to us as developers, they had also been used as the basis of training programs. A very quick survey of what was being done in the area of motivation and achievement pointed to the work of David McClelland and his associates.

Although the achievement training programs were not measured by the traditional evaluation techniques, participants reported greater success - a mastering of their environments. We did not desire to directly adopt this entreprenurial training for school children. But we did see in it certain behaviors, being taught successfully, which were germane to our own goal. We saw McClelland's work as a viable place to begin our own search for knowledge to shape the materials we wished to build.

C. Search and Analysis

1. General Description

Thus we invested in building a comprehensive literature file on the subject of achievement behavior.

2. Process - Search

We employed what I would describe as a modified citation search strategy. Essentially it means a selective scanning of current relevant documents and the tracing of the references contained within them. This in turn yields further sources which may be pertinent since they had been cited by authors in the areas under consideration.

It was necessary, of course, to set up some criteria for determining the actual relevance of works cited. To do this, we first established a basic document list - the works which educators and psychologists working in the achievement behavior area had told us were fundamental.

In order to be put "in file" a new document had to have cited some one of the works on this basic list. In addition, the searcher had to judge if the document was pertinent in any way to the achievement behaviors we had culled from the basic documents. Since each new article gave us new citations (in addition to many duplications) and ERIC and other indices led us to still more documents, we began to get the Sorcerer's Apprentice effect. We found we had papers, papers, papers. David McClelland told us that he didn't know he'd written so much until he saw our files. In addition to being accumulative, this knowledge search may sound very linear. However, it wasn't. Documents retrieved were analyzed concurrent with the search. These analyses were given weight in shaping and reshaping the direction of the continuing search. In order to demonstrate this let me describe the analysis process we used.

(ANALYSIS PROCESS)

The primary problem was how could we tap the vast collection of information and opinion we were gathering and display it in a fashion useful to the project. Our

approach was to tear the literature down. We chose to "extract" from the documents that information we felt relevant to our purpose in curriculum construction.

To facilitate this extraction process, a matrix (see page 6 of handout) into which the materials could be fitted was constructed on two axes: a vertical axis listing original behavioral areas of high achievers; a horizontal axis bearing 4 broad categories; Theoretical Bases, Instructional Strategies, Feedback and Evaluation, which were broken into subject subclasses.

The matrix provided a framework along which to organize what we found in the literature. Methodologically a bit complex, but in brief it functioned in this manner.

OUTPUT

Staff members were assigned subject areas to read, the horizontal axis - the extractor would scan the document for general information, approach, other concept areas for cross referencing, measures, data. If the document had something, the extractor carded the author's wisdom on a particular concept relative to the achievement behavior areas shown on the vertical axis. A sample card entry is shown in the center of the handout matrix. / pause/

SUMMARY

These discrete bits of information or capsules were collated and, as the analysis proceeded, sorting against the matrix framework revealed, perhaps not unexpectedly, great clustering of effort under certain headings - none under others. As a consequence labels were changed. For instance, a vast amount of material looked at general or global achievement behavior. As we analyzed this information, certain subgroupings were seen and we employed these to get at the information more efficiently. From the literature we found that the behavior "record keeping" was not really separate from several achievement behavior areas and thus it was subsumed by

them. New classes like "Task Persistence" were added when the literature volume and content indicated this was indeed an achievement behavior.

Glance at the matrix section "Instructional Strategies" on the handout,//and then look at section 3 of the table of contents for the published analysis on page 7 of the handout. The difference between the two reflect the shaping given the search and analysis by the knowledge found.

We had sought to describe and understand the network of behaviors which allow a person to interact effectively with his environment - by which a person gains "competence" to use Robert White's word.

Our knowledge base gave us these behaviors - the behaviors characteristic of persons competent in achieving their own goals. We were also given leads to strategies for teaching these behaviors and for measuring our effects.

Now I'd like to turn you back to Russ Hill who will demonstrate a lesson activity which is a translation from the literature analysis.

THIRD PRESENTATION: Russ Hill

3-25-7

TIME TARGET: 15 minutes

TOPIC: Demonstration: Recall Past Achievements

A. The translation from literature to classroom lesson is most clearly demonstrated by looking first at a portion of the published literature analysis and then participating in a lesson which owes its conceptual origin to this literature.

B. Look at page 8 . The left-hand page reproduced here shows some of the information gathered regarding theoretical aspects of the concept "expectance of success" The right-hand page also from the analysis, carries notations relative to training This information led to the conceptualization of the ACT lesson in which you will now participate. The lesson itself has several functions one of which is to contribute to enhancing a student's belief in internal control by asking him to recall his past achievements. This experience will:

1. demonstrate the connection between the literature and the lesson. (give example from handout)
2. serve to introduce the next presentation which is on conceptualization - i.e., the building of the bridge between the data and the child.
3. help enliven the proceeding. i.e., to keep you from falling asleep as we promised.

AUDIO Tape B

C. Trip to recall past achievements (page 9 of handout)

1. Recall achievements
2. Share achievements
3. Discuss kids experiences with step 2.
4. Refer to Piggy Banks (page 10 of handout).

FOURTH PRESENTATION: Henry Campiglia

3-25-71

TIME TARGET: 10 minutes

TOPIC: Conceptualizing the Acheivement Strategy

A. The Developmental Process

1. Bridge

a. As you might guess from the good feelings in the room recalling past achievements is one of our most successful activities. It almost always works regardless of the audience. - children or adult.

b. This part of the presentation will deal with the process we used to get from a page in the literature, through conceptualization, to a lesson like the one you just experienced.

c. At this point; the Knowledge Search and analysis had given us the "What" Now we needed to answer "How?" How do you develop new curriculum from scratch? This question subsumes many other questions like:

(1) What concepts should you or can you teach?

(2) In what sequence do you teach them?

(3) What form should the materials take?

(4) How do you measure outcomes?

2. Our first step was to prepare position papers. These were internal documents prepared for use by the staff as a basis for making decisions. They covered such things as:

a. Target audience.

b. Curriculum design

c. Format proposals

d. Market situations

From these documents and the Knowledge base, we formed our 3-25-74

3. Initial conceptualization

   a. Target audience - 5th grade

   b. Lesson format - audio tapes and response journal

   c. Objective - to increase achievement behavior by teaching such things as:

      (1) self-study

      (2) short and long-range goal setting

      (3) owning your own goals

      (4) doing vs being goals

      (5) evaluating

      (6) blocks and overcoming blocks

      (7) medium risk

      (8) excellence and uniqueness

4. To test out our conceptualization, we needed a developmental process which would:

   a. Allow us to tryout the materials on our target audience

   b. Ensure that our feedback was valid.

   c. Allow reaction to feedback by changing course completely if necessary.

   d. Allow change without wasting major investment in man-hours and material.

5. The design process which we decided on is shown on page 11 of your handout.

   a. It consisted basically of three major activities repeated several times at several tryout levels.

(1) Conceptualizing

(2) Writing

(3) Trying Out

b. As you can see, conceptualization was an on-going thing - along with writing and trying out the lessons.

c. The empirical nature of the process was the most powerful factor in the conceptualization and design of the curriculum. It forced us to change our ideas in response to what was happening in the real world of the classroom.

d. The Tryouts were done at four levels of sophistication and complexity.

(1) T1 - One class; primitive journal, live reading of script; hands-on

(2) T2 - Several classes; more formal journal; reel-to-reel tape; hands-on

(3) Pilot Test - Several classes; Formal Journal - cassette tapes; hands-off but controlled; limited evaluation

(4) Field Test - 32 schools; Formal journal; cassette tapes; hands-off; Full evaluation effort.

3-25-74

B. The First Edition

1. Let's see what happened. Turn to page 12 of the handout.

   a. First edition of the materials

   b. Comprises six units of work containing over 33 lessons

   c. Linear in design. Aspects of achievement behavior, strung out over the units.

   d. Little or no relationship between units

   e. Limited relationship between lessons within a unit; confined to what came immediately before or after

2. How tryouts affected our conceptualization.

   a. As you might expect some things worked and were retained.

   b. Some things didn't and were dropped. For example, blocks and overcoming blocks Unit III, Lessons 9 and 10. A lesson that wasn't needed.

      (1) In the achievement literature McClelland's model emphasized identifying kinds of blocks i.e., things that hinder getting your goal..

      (2) Elaborate lessons on how to overcome them.

      (3) Kids seemed able to grasp labels, etc.

      (4) When we got to group goal in Unit V, kid's activities indicated that in goal setting process, identifying block, and overcoming them was not a separate process; it occurred simultaneously with the goal setting and planning. Hence we dropped it.

   c. Resulted in a major reconceptualization after the T2 Tryout.

C. Reconceptualization and ACT

1. We shifted from teaching behaviors of achievers to teaching a strategy for achieving goals. The shift was the result of our empirical process.

   a. Top of page 13 is a statement of the major objectives of the curriculum as reconceptualized

   b. Below that are the six steps of the achievement strategy along with key visuals we developed to hammer home the strategy.

      (1) Study self

      (2) Get goal ideas

      (3) Set a goal

      (4) Plan

      (5) Strive

      (6) Evaluate

2. We redesigned the curriculum to create logical developments and interrelations among the components. Look at matrix on page 14.

   a. The design is not linear.

   b. The Process is repeated and previous skills reviewed as new skills are added.

   c. There is interrelationship not only across, but down each column of the matrix.

   d. Description of Units and Strategy Development.

      (1) Unit I - introduces Strategy and facilitating behaviors, e.g., for group work, kids needed skills.

      (2) Unit II - Teaches Strategy, gives practice by having them set and actually strive for a real goal.

(3) Unit III - Expands Strategy - adds new skills, building on previously learned skills, more practice.

(4) Unit IV - Group Goals - Strategy in a group. Additional practice,,but with a change of perspective.

e. Other characteristics

(1) Kids were focus of lessons with the teacher acting as counselor.

(2) They worked with their own real personal goals.

(3) Received feedback from tape.

(4) Allowed to discover and encouraged to use their own striving style (competition, envisioning success, etc.)

(5) Built group norms, language, and patterns of behavior.

(6) Allowed kids to examine their own behavior.

3. Certain concepts had to be added, others developed:

a. Idea of specific goals with judgment criteria (KQT)

b. Concept of planning - listing tasks, putting them in order, replanning

c. Developing techniques for getting goal ideas. Also relating them directly to the self-study data.

D. Now I'd like to bring Dr. Hill back to conduct another activity, taken from the ACT lessons.

3-25-7

FIFTH PRESENTATION: Russ Hill

TIME TARGET: 10 minutes

TOPIC: Demonstration - Get Goal Ideas

A. Bridge into experience

If you'll look at Unit II Part two, you'll see that you've completed Step 1 of the Strategy, Study-Self. Now I'd like you to go on to do Step 2 Get goal ideas, to get a feeling of the power of the strategy. We'll use a variation of the classic technique for divergent thinking - brainstorming.

B. Discuss brainstorming

C. Conduct Brainstorming session (page 15 of handout).

Note that Technique is used in Unit III.

1. Use the past achievements they remembered, or one they're proud of and wish to expand, or even a Strength.
2. Generate ideas based on that past Achievement or Strength
3. Share your ideas with group, and solicit ideas from group. (5 minute limit)

D. Show kids products (page 16 of handout). Note that it's product of what they do in Unit II on their own.

E. Close.

In the next session you'll hear about the format of the material.

Introduce Peter.

3-25-74

SIXTH PRESENTATION: Peter Beckingham

TIME TARGET: 3 minutes

TOPIC: The Instructional Format

A. Introduction

When developing curriculum materials, you must sooner or later decide upon the format to be used. How will the message be delivered? What media is to be employed?

B. You have already experienced some of ACT's format.

1. It centers around audio-cassette tapes like those you've heard. These tapes lead the kids through the lesson activities and present much of the content information.

2. Kids respond in a journal, much like the handout you've been working in. They are used to collect self-data, practice skills, test their grasp of the concepts.

3. There are also a limited number of filmstrips, games and other materials.

C. The new content of the ACT curriculum, along with the feedback from the try-outs, shaped the format of the lessons in several ways.

1. Because we assumed teachers would have little knowledge and few skills in the content area of this particular curriculum, we decided to use a program-like delivery.

2. Because we wanted the children to feel like agents, feedback and lesson directions went to the kids directly; they were not mediated by the teacher. In addition, the children were given the objective and purpose of the lessons. The net effect was that the children felt that control of the lesson was in their hands.

Peter Beckingham - Con't.

3. We wanted children to project personal data and use this personal data to set and achieve goals which were personally meaningful. Therefore, many of our activities call for projection and the manipulation of personal data.

D. The programing is unique in at least two ways:

1. The program directs children in many activities including group activities, fantasies and games.

2. It leads the children in applying the achievement strategy to their own personal lives. In a sense ACT is programing unknowns in that children choose many different goals to set and strive for. Their goal might be a tree house, or a fort, or a skirt or helping a friend. No matter what goal has been chosen the lesson format leads the child in the activity.

E. We would like you to again participate, so you can have first-hand data both about the significance of the content and about the effectiveness of the instructional format. We would like you to take the next step in the strategy - Step 3 Set a goal. So I'll turn you back to Russ.

3-25-74

SEVENTH PRESENTATION: Russ Hill

TIME TARGET: 6 minutes

TOPIC: Demonstration: Set A Goal

A. Discussion of "Set a Goal" Step

1. Specific (T.Q.K.)
2. Medium risk
3. Show kids' Unit III goal page (page 17 of handout)
4. Show kids' Work Sheet (page 18 of handout)

B. Use the worksheet to summarize the use of the strategy.

C. Conduct Goal Setting Session

1. Participants select one goal idea and convert it to a specific goal statement.
2. Suggest that they give a 24 or 48 hour time limit to goal. (Depending on when we are scheduled, we might want to set up an ad hoc session for people who want to evaluate their goal effort; this might be at the RBS happy hour.)
3. Participants fill in goal setting portion of ACT worksheet (page 19 of handout)
4. Indicate that they can fill in their plan, strive, and evaluate sections later (if evaluation is not done as in b, above).

D. Summary

If you will allow me, I'd like to summarize for you the lesson elements you've experienced. Just as the children do in ACT, you've studied your past achievements and shared them with your peers. Then, using this self data as a basis, you've generated ideas for things you'd really like to do. Finally, applying the kind, quantity, and time criteria from ACT

you've actually set a goal using the Achievement Worksheet. It is our hope that you'll try to carry through on the goal and make a plan, use your personal striving style to work for the goal, and evaluate your efforts as you would have been called on to do, and as the kids are called on to do in the package.

3-25-74

EIGHTH PRESENTATION: Peter Beckingham

TIME TARGET: 5 minutes

TOPIC: Anecdotes

A. Introduction to Anecdotes

1. Do the materials work: Are they effective? Do children like the materials? What happens in the classroom when these tapes are turned on?

2. One way to answer these questions is to observe what actually happens. Another is to interview children, teachers, and in some cases parents, concerning their perceptions of the ACT materials. We call the record of these observations and interviews anecdotes. A collection of these anecdotes are presented in a document available through RBS. We would like to share a few of the reports contained in this document at this time.

B. These are several kinds of reports involved. They include the following:

1. Reports by students of their experiences with the materials. Students reported using the strategies in several different ways. Some are kind of funny. Let me read some of them to you. (At this point, recount two instances of children's reports of use of the strategy.)

2. Parents have reported some changes in children. (Give an instance here.)

3. Teachers report that the materials and strategy are useful to them with their class. (Give two examples here.)

4. One of the most dramatic aspects of the total package is when we have the children use the strategy to set a class goal and work to achieve it. All of the classes did very unusual and interesting things. Some of them were quite successful. (Describe two different activities carried out by the classes.)

C. We recognize that anecdotal reports tend to be biased and are not sufficient to prove that the materials are useful and effective. However, they do give a picture of what has happened in the classroom, and out, when there has been transfer of the use of the strategies.

3-25-74

NINTH PRESENTATION: Russell Hill

TIME TARGET: 10 minutes

TOPIC: Research Results

A. Field test. The ACT program was continuously evaluated during its development but it seems most worthwhile to report the results of the evaluation and field test of 1972-73.

1. There are three levels of evaluation

a. Practical - "Do materials function in the classroom?"

(1) Ongoing-extending from the very first lesson to final test

(2) Reports from teachers

(3) Observations by staff

b. Instructional - "Do the materials teach the content?"

(1) Tabulation of Journal page response

(2) Post test results by part

(3) Content Mastery Test following total package

(4) Summer Camp Test - a measure of children's disposition to apply concepts related to self-direction

c. Transfer - "Do the materials make a difference in behavior?"

(1) Interviews with teacher and children

(2) Attitude measures

(3) Situational tests such as Summer Camp

(4) Behavioral tests

(5) Self reports of behavior

2. Sample

a. 32 schools - 1000 + kids - 104 classrooms

b. Philadelphia area

c. Three classes in each school

d. Teachers all volunteered initially - unassigned

3 - 25 - 74

3. Design

a. Three groups. ACT, curriculum x, no treatment

b. ACT + "X" vs. Control

c. ACT vs. "Curriculum X"

d. Pre and Post Tests for some measures

e. Criterion test measures for some aspects such as content

4. Pretest Measures - No difference between groups

a. Self-Evaluation

b. Locus of Control

c. Summer Camp Test

d. Test Anxiety

5. Post Test, Measures (page 20 of handout)

a. Self-Evaluation

b. Locus of Control

c. Summer Camp

d. Planning Ability

e. Achievement Orientation

f. Goal Setting and Reinforcement Expectation

(1) Scrambled Words Game

(2) Connect Numbers Game

g. ACT Mastery Test

B. Conclusion - ACT students had

1. Greater belief in internal control

2. Greater tendency to prescribe self-directed solutions to problems

3. Less discrepancy between self-predicted performance and self-set standards of good performance.

3-25-74

4. More realistic personal standards for good performance.
5. A tendency toward higher levels of risk in goal setting

Consequently I think it can be said that the ACT package can contribute in a significant way to fostering in the students who experience it those values of personal freedom, and responsibility, self-direction and individual commitment with which we began our presentation.

3-25-74

TENTH PRESENTATION: Evan Keislar

TIME TARGET: 6 ± 2 minutes

TOPIC: Reaction to Presentation

Profesor Keislar will give his reaction to the content of the presentation.

# ACT

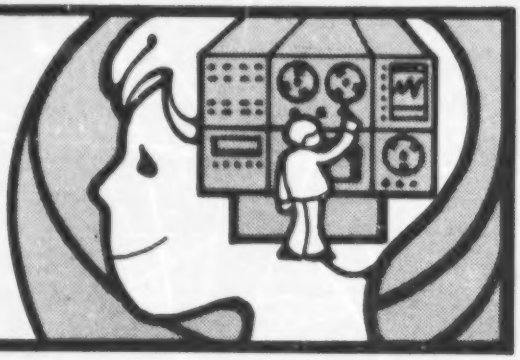
# ACHIEVEMENT COMPETENCE TRAINING

A POWERFUL NEW MULTIMEDIA LEARNING PACKAGE
FOR ELEMENTARY SCHOOLS WHICH

**TEACHES A BEHAVIORAL STRATEGY** enabling 5th, 6th, and 7th grade children to be more competent in achieving their own goals.

**INCREASES CHILDREN'S AWARENESS** of their ability to achieve by helping them develop more realistic levels of aspiration.

**ENHANCES INTERNAL CONTROL** giving children a greater sense of agency – a feeling that what they do makes a difference in their own lives.

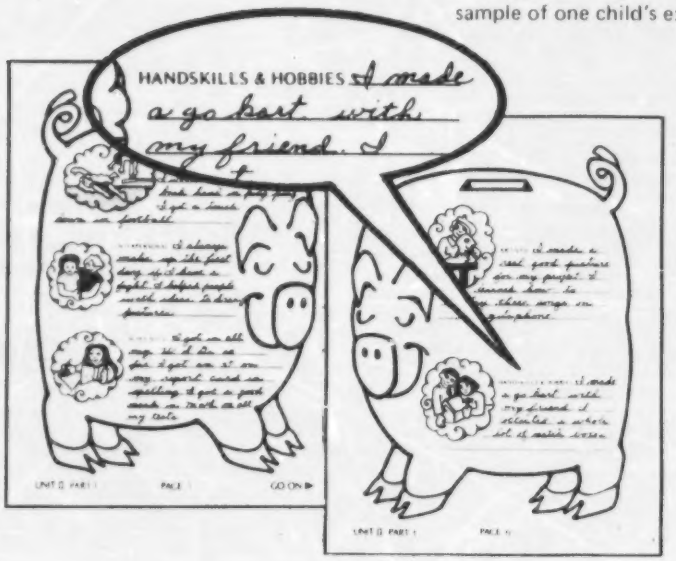


**THESE EFFECTS PROMOTE**

- **SELF-DIRECTION**
- **ACADEMIC ACHIEVEMENT**
- **SOCIAL RESPONSIBILITY**
- **MENTAL HEALTH**

## HOW DOES ACT DO IT?

ACT achieves its important effects by providing children with real-life opportunities for achieving personally meaningful goals. The self-instructional package uses audio tapes, individual journals, filmstrips, music, sound effects, dramatizations, meditative trips, personal surveys, and games to involve the children in practicing the six steps of achievement which comprise the ACT strategy. The steps of the strategy are described below and illustrated with a sample of one child's experience with the ACT course.

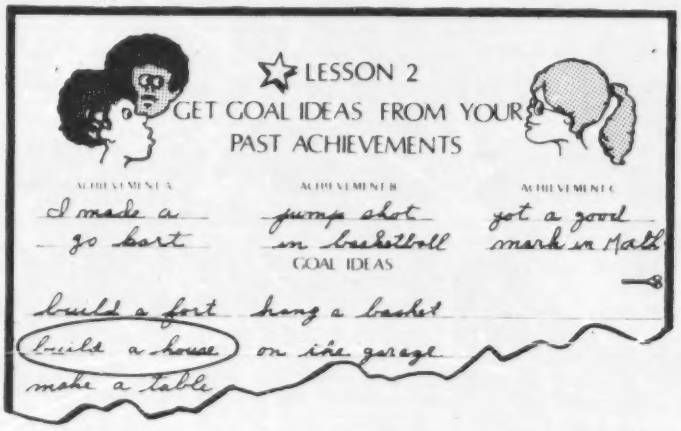


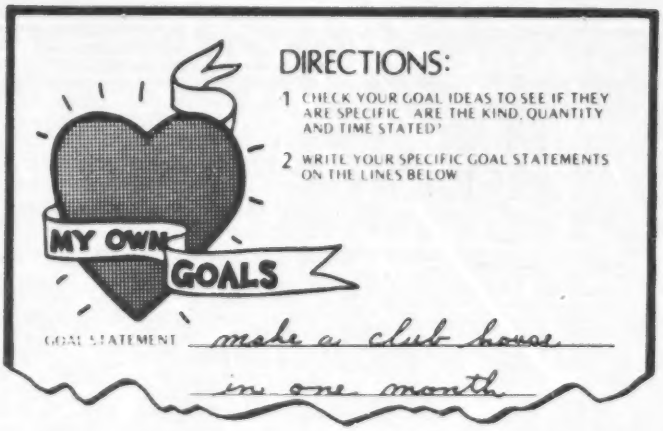

### STEP 1. STUDY SELF

In this step the children learn techniques for gathering data about themselves. Specifically, they recall their past achievements and survey their strengths; i.e., things they do well. The illustration on the left is the "bank of achievement" which one boy filled out in his first study-self lesson. Let's take his past achievement "I made a go kart" and follow it through the remaining steps. You will see how the package teaches the strategy by building on this self-data and providing practice in the use of the steps.

### STEP 2. GET GOAL IDEAS

In this step the children use individual and group brainstorming techniques to generate as many goal ideas as they can that are based on their past achievements. The illustration shows some goal ideas the boy generated for the past achievement we chose to follow. (In the actual lesson, the children generate ideas for three past achievements.) The ideas are for things he would actually like to do in the near future. Now, let's go on to the next step and see what the child does with one of the ideas.



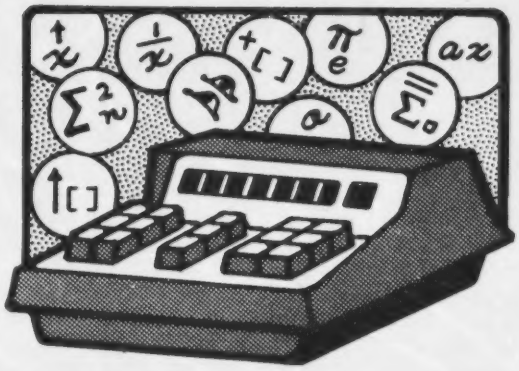


DIRECTIONS:
1 CHECK YOUR GOAL IDEAS TO SEE IF THEY ARE SPECIFIC. ARE THE KIND, QUANTITY AND TIME STATED?
2 WRITE YOUR SPECIFIC GOAL STATEMENTS ON THE LINES BELOW
MY OWN GOALS
GOAL STATEMENT make a club house in one month

### STEP 3. SET A GOAL

Here the children learn to take amorphous goal ideas and mold them into specific goal statements. In our sample the boy took his idea and added to it the kind, quantity and time limits which the package teaches. Adding these limits allows the boy to know exactly when he has achieved his goal. In a later unit the boy was also taught to ensure that his goal was medium-risk for him – not too easy, but challenging.

GO ON ▶

# DOES ACT WORK?



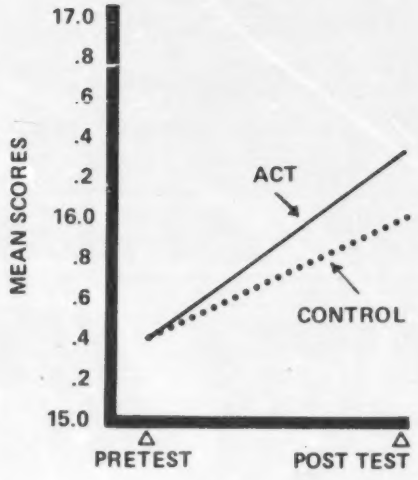
**THE DATA SAYS – YES!** The package was field tested in 32 elementary schools in the Philadelphia area. More than 1000 children in 104 classrooms participated in the evaluation. The groups tested were equal in IQ and test anxiety and were matched for socioeconomic status.

A battery of tests, some standardized and some especially developed, were administered to the children. These tests included measures of self-esteem, internal control, content mastery, application of content, risk-taking, achievement attitude, planning ability, task-ordering ability, fluency in listing strengths and goal ideas and self-selected versus other-selected activities outside of school.

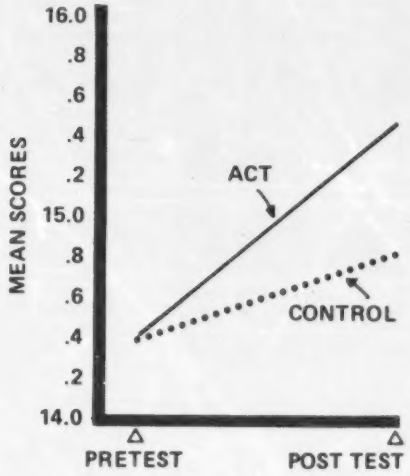
**THE FOLLOWING CLEARLY DEFINED EFFECTS EMERGED FROM THE EVALUATION:**

1. The ACT materials do teach the strategy. A stringent scoring of the ACT Mastery Test (which is a criterion-referenced measure of course content) revealed an average student score of 24 out of a possible 36 points
2. Those who had ACT set more realistic standards for personal achievement.
3. ACT does enhance internal control.
4. Those who had ACT successfully transferred the strategy concepts to other simulated situations, and showed movement toward an increase in positive self-evaluation.

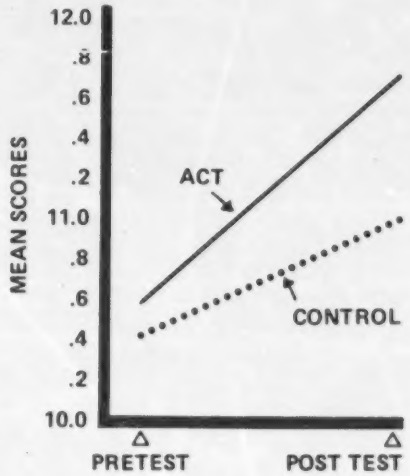
The figures below illustrate the effects of the ACT package as measured by three post tests used for items 3 and 4 above (viz. locus of control, situational application of content and self-evaluation.) The ACT group is higher than the control group in each case.




ACT vs Control Group Self-Evaluation Scale (a measure of the child's subjective evaluation of his own activities)




ACT vs Control Group Bialer Children's Locus of Control Scale (a measure of the child's feeling of control over his own life experiences)




ACT vs Control Group Summer Camp Test (a measure of the child's disposition to apply concepts related to self-direction)

GO ON ▶

## HOW DOES ACT DO IT?

**THE CLASS GOAL** The high point of the course (and the final practice in using the strategy) is the group or class goal. In this undertaking, the children work together to set and strive for a relatively complex goal – one which they could not achieve individually. With the children themselves guiding the discussions and acting as recording secretaries, the group (class) studies itself; brainstorms a host of ambitious ideas; thrashes out risk levels and sets the most popular and reasonable goal. Then the group lists its tasks, assigns jobs and responsibilities, selects striving methods to help themselves persist and finally evaluates the details of their efforts and the proficiency with which they used the six-step strategy.

Many beautiful and exciting achievements have come out of this group undertaking. One class hosted an in-school fun day for the senior citizens of the area to help improve relations between the generations. One class published a newspaper. Many classes ran bazaars and fairs and donated the proceeds to charity. One class held a comedy film festival featuring motion pictures they had made themselves.

There were several group goals in social studies. In one the children hosted a series of international luncheons. In another they wrote and produced a Revolutionary War play. One class recreated the pioneering life of the wagon train. In this last goal the children experienced an unexpected hardship. The plethora of electric skillets used to cook lunch blew a fuse. However, the children replanned quickly and cooked in different rooms throughout the school so as not to overload any one circuit.

Other group goals included tutoring projects, camping trips, zoo outings, class olympics and many more worthwhile endeavors – all handled by the children with minimum teacher supervision.

In every case, the children demonstrated degrees of autonomy, involvement and maturity which astonished their teachers, principals and parents. The public use of achievement behaviors not only provided practice for the application of the strategy, but also socially reinforced the expert use of the achievement skills.

## DOES ACT WORK?

**THE CHILDREN SAY – YES!** Here are some of their comments:

"I learned a little about myself and things around me and what I can do. I learned I could achieve."

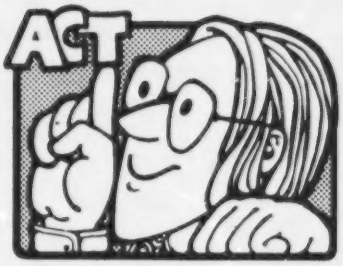
"I think it was kind of fun because before I really didn't know what a goal was. But now I have a lot more goals like build a ship in a bottle. It gives more ideas on things to do."

"Since I went through ACT, I learned to plan my work for the day and when to do it."

GO ON ▶

# DOES ACT WORK?

## THE EXPERT SAYS – YES!




The evaluation results were reviewed by Dr. Richard C. Teevan, Chairman of the Psychology Department of the State University of New York at Albany. He said,

"The ACT program is designed to help children feel better about themselves in achievement situations, to help them increase their feelings of agency by increasing their feeling of internal locus of control, and to teach them achievement skills. I feel that it is an innovative program which does succeed in reaching its goals."

## PARENTS SAY – YES!

Parents reported seeing positive ACT-inspired changes in their children even at home. The classic response is from a mother in a letter to a participating teacher:

"Many thanks for the conference. We are thrilled with all you are doing. The new program being used on fifth graders is 100% successful. We can see Tom feeling purposeful, proud of himself and wanting to accomplish what is expected of him. The beauty of this – there doesn't seem to be any pressure."

## THE TEACHERS SAY – YES!

Most of the teachers were glad they participated in the program. They reported seeing benefits to the class and to individuals which they attributed to ACT. Here are some of their remarks:

"Some are setting goals on their own. All have learned to interact better...listen uncritically...take turns."

"Tapes, music and atmosphere excellent..."

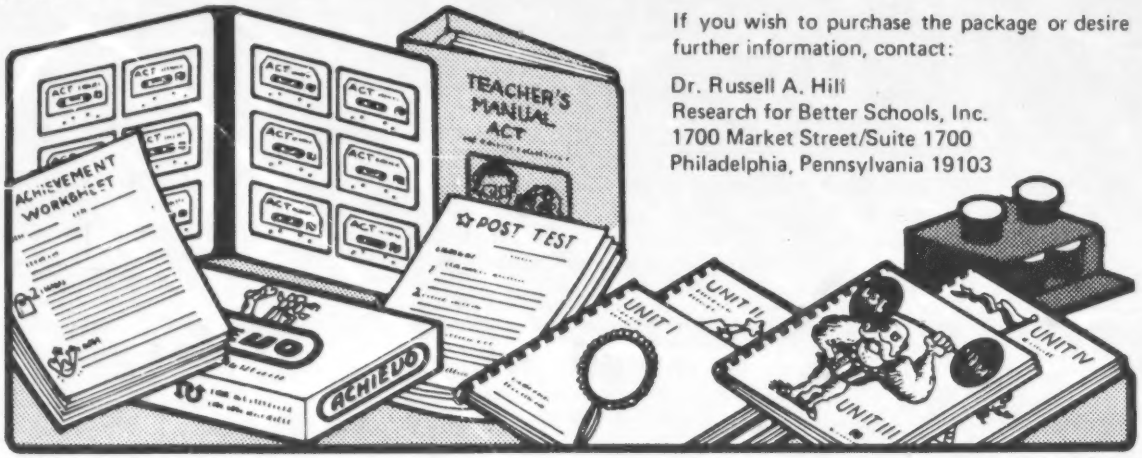
"Activities...social interaction, skill activities...Games illustrating concepts were really excellent."

"Materials easy to work with...directions clear."

"I feel that I have gained a great deal even after twenty years of teaching. It has given me another approach."

## IN CONCLUSION

ACT can play a major role in transforming the learning environment. Increased feelings of internal control + realistic self-appraisal + the ACT strategy = autonomous achievers: students who measure up in terms of standard academic achievement; learners who have skills to enjoy and utilize open education; children who can realize their full human potential.




If you wish to purchase the package or desire further information, contact:

Dr. Russell A. Hill
Research for Better Schools, Inc.
1700 Market Street/Suite 1700
Philadelphia, Pennsylvania 19103

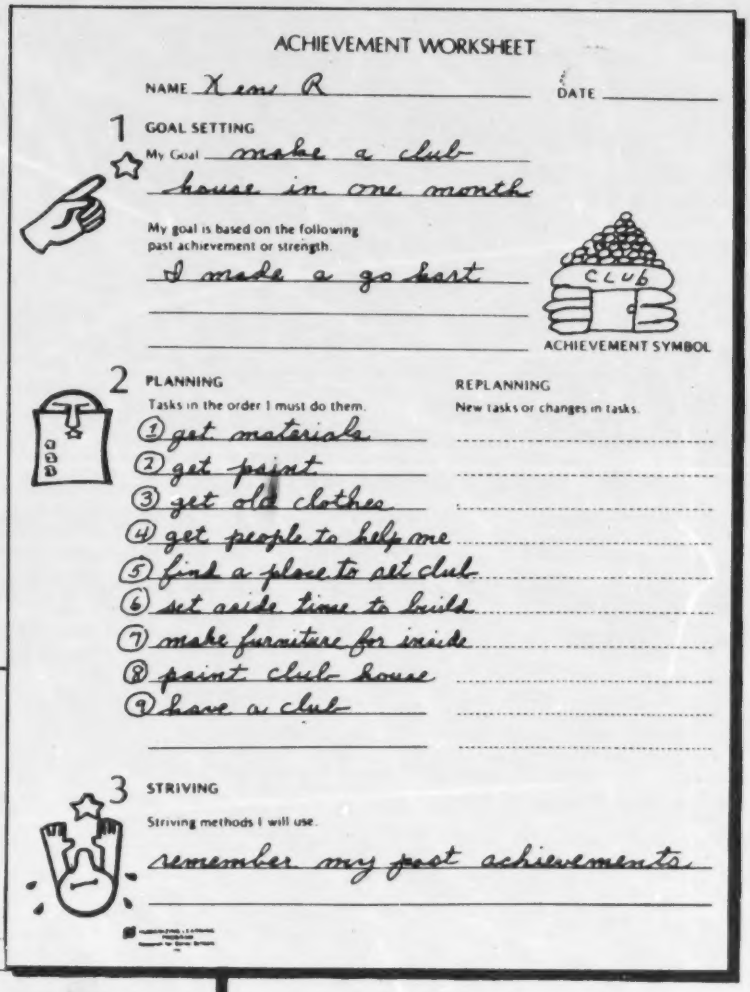
**DON'T STOP** **ACT NOW**

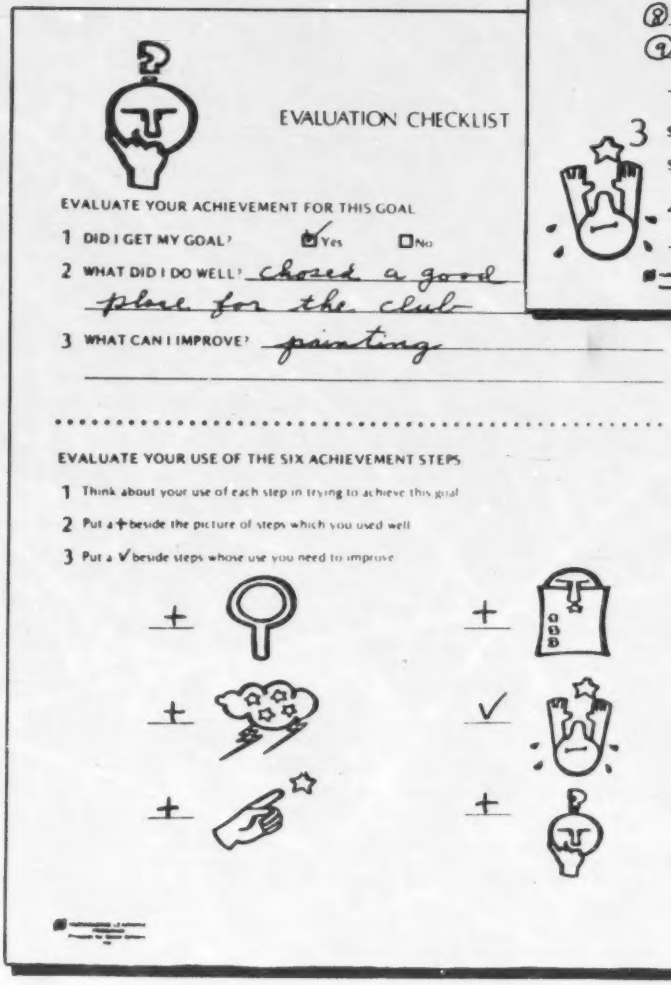
# HOW DOES ACT DO IT?

In step 3 the package also introduces the Achievement Worksheet – a device which the children use to carry out their goals. To the right you see the boy's worksheet with the goal written in. And remember – this is a goal which he will actually strive to achieve. Now let's go on to Step 4. We will use the child's entries on the worksheet to illustrate his progress through the steps.

### STEP 4. PLAN

In this step the children are taught to first, name the tasks they need to do to get their goals and second, to put those tasks in order. The boy's planning list, under number 2 on the worksheet, looks pretty thorough. In this step the children are also taught to replan; that is, to add, subtract or rearrange tasks if their original plan proves unworkable.


ACHIEVEMENT WORKSHEET
NAME Ken R
DATE
1 GOAL SETTING
My Goal make a club house in one month
My goal is based on the following past achievement or strength.
I make a go kart
CLUB
ACHIEVEMENT SYMBOL
2 PLANNING
Tasks in the order I must do them.
REPLANNING
New tasks or changes in tasks.
① get materials
② get paint
③ get old clothes
④ get people to help me
⑤ find a place to set club
⑥ set aside time to build
⑦ make furniture for inside
⑧ paint club house
⑨ have a club
3 STRIVING
Striving methods I will use.
remember my past achievements.


EVALUATION CHECKLIST
EVALUATE YOUR ACHIEVEMENT FOR THIS GOAL
1 DID I GET MY GOAL? ☑ Yes ☐ No
2 WHAT DID I DO WELL? chosed a good place for the club
3 WHAT CAN I IMPROVE? painting
EVALUATE YOUR USE OF THE SIX ACHIEVEMENT STEPS
1 Think about your use of each step in trying to achieve this goal
2 Put a + beside the picture of steps which you used well
3 Put a ✓ beside steps whose use you need to improve
+
+
+
+
✓
+

### STEP 5. STRIVE

In this step the children explore their striving style. That is, they are given the opportunity to try out various techniques which people use to energize themselves to persist at a task. Picturing Achievement, Remembering Past Achievements, and Competition are some of the methods which the children practice. Look at the Striving section of the worksheet above. The boy in our sample has chosen "remember my past achievements" as a method to help him be an energetic striver.

### STEP 6. EVALUATE

In this final step of the strategy the children decide whether or not they achieved their goals, which details they did well, and which they could improve. In addition, they decide how well they used the six achievement steps. The illustration shows the boy's completed Evaluation Checklist.

GO ON ▶